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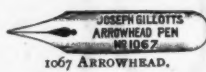
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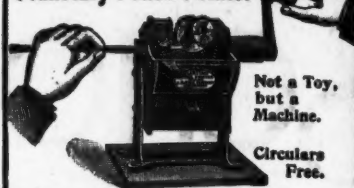
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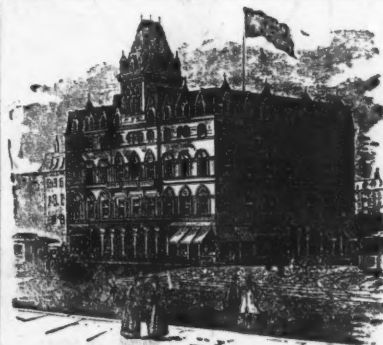
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THE SCHOOL JOURNAL

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No. 15

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Parents' Meetings in Germany.

By MAXIMILIAN P. E. GROSZMANN, Pd.D.

The rights of parents are very much disregarded in the country whence modern educational reform has received its impetus. In true Spartan fashion the state relieves them of much of their responsibility as soon as their children reach school age. The compulsory education law, beneficial as it is in its general effect, also excludes parents to a certain extent from participation in the school life of their offspring. They are indeed allowed to select the kind of school to which to send their children, whether elementary or higher; they may change schools for them if they think this best for any reason; and they may prolong or shorten their children's school term in accordance with their financial opportunities, or their intelligence, or their fancy, so long as they grant them an education, during the full period of school age that falls within the limits of the minimum required by law. But once entered in a school the children are almost absolutely under the control of the school authorities, a control which in many ways extends even into the province of the pupil's private life outside of school. The parents' assistance may be sought to enforce the laws of the school, and they may, in cases of doubt or dissatisfaction, confer with the director at his office. But otherwise they are absolutely excluded from the place where their children spend the greater part of their time. Parental visits to the school-rooms are prohibited by law, and any interference on the part of a father or mother with the treatment of their children at school is considered a legal offence. The teachers are state officers, or municipal officers, and every "officer" enjoys a privileged position thruout Germany.

While it must not be denied that these restrictions have some beneficial effects in that they preclude the irrational interference with school discipline and educational system not uncommon with ignorant, fussy, or over-sensitive parents, they certainly obviate at the same time an intelligent co-operation of home and school. They are often responsible for friction which would be avoidable were greater freedom allowed, and are apt to produce conditions that would be intolerable in an American commonwealth.

Parental visits to school-rooms are perhaps relatively rare even with us, tho certainly we are freer from bureaucratic fetters than are our German cousins. At any rate we are here on the high road to a wholesome co-ordination of all educational forces; and the *Parents' Meetings* which have been instituted in many places, have done much towards a better mutual understanding of parents and teachers.

Of such they have none in Germany. The nearest approach to parents' meetings are the annual or semestral "examinations," a sort of public *resume* of the term's work in

the presence of the parents. For this purpose the pupils are assembled, in holiday attire, in the "aula" of the school, and questioned by their teachers on the different topics they have studied; at the same time, their written work, drawings, etc., are exhibited. Then there are recitations and the like. As an occasion to give the parents (who surely enjoy the spectacle with grateful satisfaction) an insight into the inner workings of the school, these "examinations" have really always been a failure; they are in fact more of the nature of well-prepared exhibitions than anything else. This has led to some opposition to the continuance of the practice, and recently there was a rumor that, at least as far as the common schools of Berlin were concerned, the public "examinations" were to be altogether abolished. This statement, however, was too sweeping; yet there will be much restriction.

Only a limited number of schools in each of the ten school districts into which the German capital is divided, will arrange what is called "*Elternabende*" (parents' nights). On these occasions—the hours are from five to eight in the late afternoon—a few classes will be on exhibition, and perform, if you please, for the edification of the parents, each class being on the rack, as it were, for half an hour. Then there will be recitations, songs, and gymnastic exercises. This arrangement is intended by the municipal schoolboard to establish a better relation between school and home, and to illustrate to the parents the workings of the school and the results attained by the children. Books and drawings are to be on exhibition.

Berlin is one of the most progressive and democratic of Prussian communities. No doubt the step taken is calculated to bring about some good results, and may be



A PRETTILY DECORATED PRIMARY SCHOOL-ROOM.—FIRST YEAR CLASS, WEST BUILDING, BLAIR, NEB.

Supt. W. K. Fowler, who sent the photograph of which this half-tone was made, calls particular attention to the arrangement of leaves over the door, representing a flock of birds in flight. The bright, cheery aspect of the room must certainly prove attractive to the little ones who gather there each day. THE SCHOOL JOURNAL values photographs of this kind very much.

considered a move in the right direction, tho the restriction to a few schools is a retrograde movement. Let us hope that the coils of the bureaucratic hydra that at present stifle the freedom of development in Germany, will gradually relax, and that the schools may be enabled to co-operate more and more closely with the homes, so that there be an intelligent union of educative forces worthy of the fatherland of so many of the greatest reformers of education the world has ever known.

An Old Parish School.

A contributor to *The Practical Teacher* (London) says that "schooling" has always been more or less one of the necessities of life to a Scot. The most intensely national of the educational institutions of Scotland is the parish school he adds, and it is the "old parish school" of which he writes.

Here is one of them—a long, low building of one room, standing by the western shore. Enter at the open door—it shares with the chimney the duty of ventilation. Along each of the side walls runs a narrow desk, with a high, narrow form, arranged so that those sitting on it are facing the wall—a convenient arrangement this for the master, who can thus see much without being seen.

Down the center of the room runs a broad, double desk, with a form at each side. Here the pupils sit facing each other; but this place is reserved for the girls and the smaller boys, who are less likely to form dangerous conspiracies together. At the farther end is a wide fireplace—empty now, save for a growing dust-heap and a few broken pieces of slate. But in winter you would find it piled high with a roaring fire of fragrant peats, and in the mornings you would have seen those peats on their way to school, each boy and girl carrying one as a contribution for the common good. And once or twice there may have been among them a contribution, made not so much for the common good as for the common entertainment; for did it not happen that some daring spirit drilled a hole in his peat and inserted therein a small charge of gunpowder, cunningly concealed by a plug of harmless turf, until its presence was revealed by fire? No harm came of it, to be sure—no harm to the commonwealth, seeing that the charge was only what we may call a saluting charge; no harm even to the contriver of the infernal machine, for who could identify the charred remains of the exploded peat, much less trace its ownership?

The Master.

Now let us look at the master. Round and round that central desk he paces, always in the same direction, so that by the sound of his steps each boy can tell without turning his head whether or not he is within the master's field of view. As to his personal appearance, we only note the fact that he is in his shirt sleeves, and for this those of us who have known school work in summer admire and envy him. His head is in the clouds, but his feet are on the earthen floor of his academy, and that is worn into hills and hollows by many smaller feet. A stumble recalls his thoughts to earth again, and he turns his eyes in the direction where, according to the rules of the game, his back ought just then to be turned.

The mouse is out feeding on the crumbs, and a small, silent group of boys is watching it eagerly. Near them is another group in busy talk. This must cease, and forthwith does cease on the well-known call of "*Silence!*"

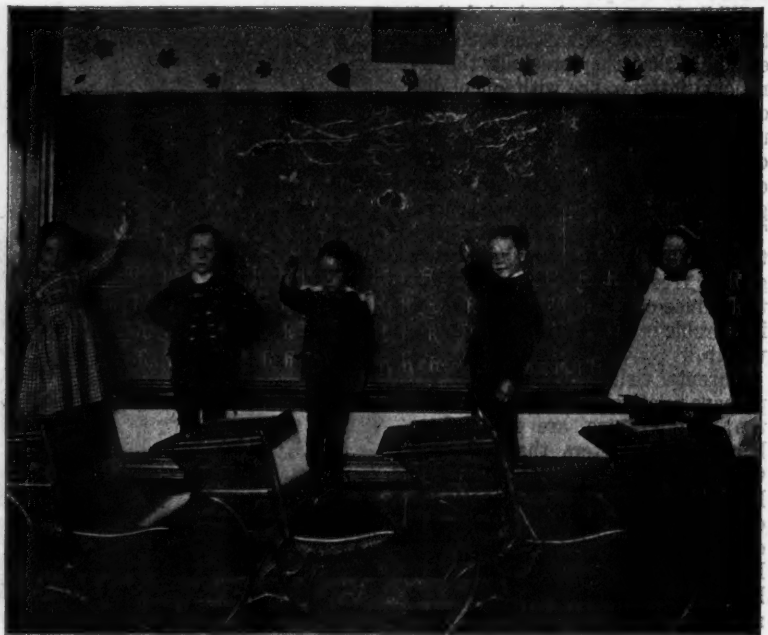
Perhaps you expect to hear of the tawse aiding the voice of the master, as was common in the schools of long ago. The fact is, our master has no tawse. He had possessed many, one pair after another; but during fits of abstraction on the part of teacher—and, in a sense, on the part of the pupils also—they used to disappear. Matter is indestructible, men of science tell us; its form may be changed, but nothing is ever lost. Well, the tawse were as good as lost; their form was certainly changed, and all that could be discovered of them by human sense was a smell of burning leather. Some dominie of old made the discovery that burning the ends of the tawse hardened them into a more efficient instrument of correction. But the boys made a more useful discovery still—that burning the whole of the tawse took away their sting for all time coming, and made life a little more worth living.

An Ocean-Grown Silencer.

Then the good old man, whose income was, after all, a limited one, had turned to nature, instead of art, for help; he sent a boy down to the beach for a supple, business-like tangle. Here was a new problem for the boys to deal with; but a genius arose equal to the occasion. By the aid of the ever-present pocket-knife, the tangle was carefully cut more than half across at intervals of an inch or two. Enough was left uncut to make it look all right. But now, when that ocean-grown cane was used as an instrument of moral improvement, or brought down with a sounding whack on the desk to enforce the call of "*Silence!*" there was a great silence for the space of half a minute, a shower of seaweed fragments rattled thru the dingy room, and every head bent to its work with a feeling of inexpressible joy.

Results.

The picture does not seem to promise well for results, does it? Discipline doubtful; classification rudimentary; premises capable of improvement. There are many tests of a school, as we are beginning once more to realize after a period of educational blindness. The "results" are only to be known in the complete life of the men and women sent out from it, never to be discovered by examination—hardly even by intermittent inspection. And by the results of the parish school we are content that it should be judged.



From a photograph, showing how attractive the blackboard wall may be made with very little work. The irregular row of pressed leaves above the board is a simple way of avoiding that look of bareness so common to school-rooms. The design was adapted from a suggestion given in *THE TEACHERS' INSTITUTE*. This photograph was taken in the primary room of the Knoxville school, Knoxville, Pittsburg, Pa. The children entered school September, 1898. Miss Ada K. Eisaman, teacher.

An Ancient School Fad. I.

How it was Burlesqued Out of the School-Room.

By WILLIAM A. MOWRY.

Everybody knows that the present is an age of progress. Everybody knows, too, that America is the land of progress. We live in the midst of railroads, steamboats, telegraphs, telephones, and the cathode rays. Our ancestors, were very good people—very proper people to be descended from—but they not only traveled in slow coaches, they themselves were very slow coaches. We live in a rapid age, an age of newspapers, of books, of libraries, and amid public schools and educational institutions of all sorts and grades. No school man is ignorant of the fact that nowhere has greater progress been made within the last thirty or fifty years than in matters of education.

What is of great moment, and the source of immense satisfaction to all eminent educators, is the comfortable fact that in educational affairs to-day we have no "fads." There are cranks in all other professions, but fortunately our people are too intelligent to furnish examples of that kind. The teachers and superintendents of the schools of to-day are educated, conservative men and women who never ride hobbies. True, we have made great advances, and are now in the van of progress. Everybody has been for years studying pedagogy and psychology, child study and methodology, until, just as the theological seminaries are about giving up the study of theology, the normal schools and schools of pedagogy in the colleges are sending out teachers thoroly equipped as masters of all pedagogical science.

All this is a source of extreme satisfaction, and it is

with unalloyed gratification that we are able to state these facts and at the same time to look back to the prevalent conditions thirty and fifty years ago and see out of what chaotic elements and slough of fads and blunders our present psychological and pedagogical eminence has been reached.

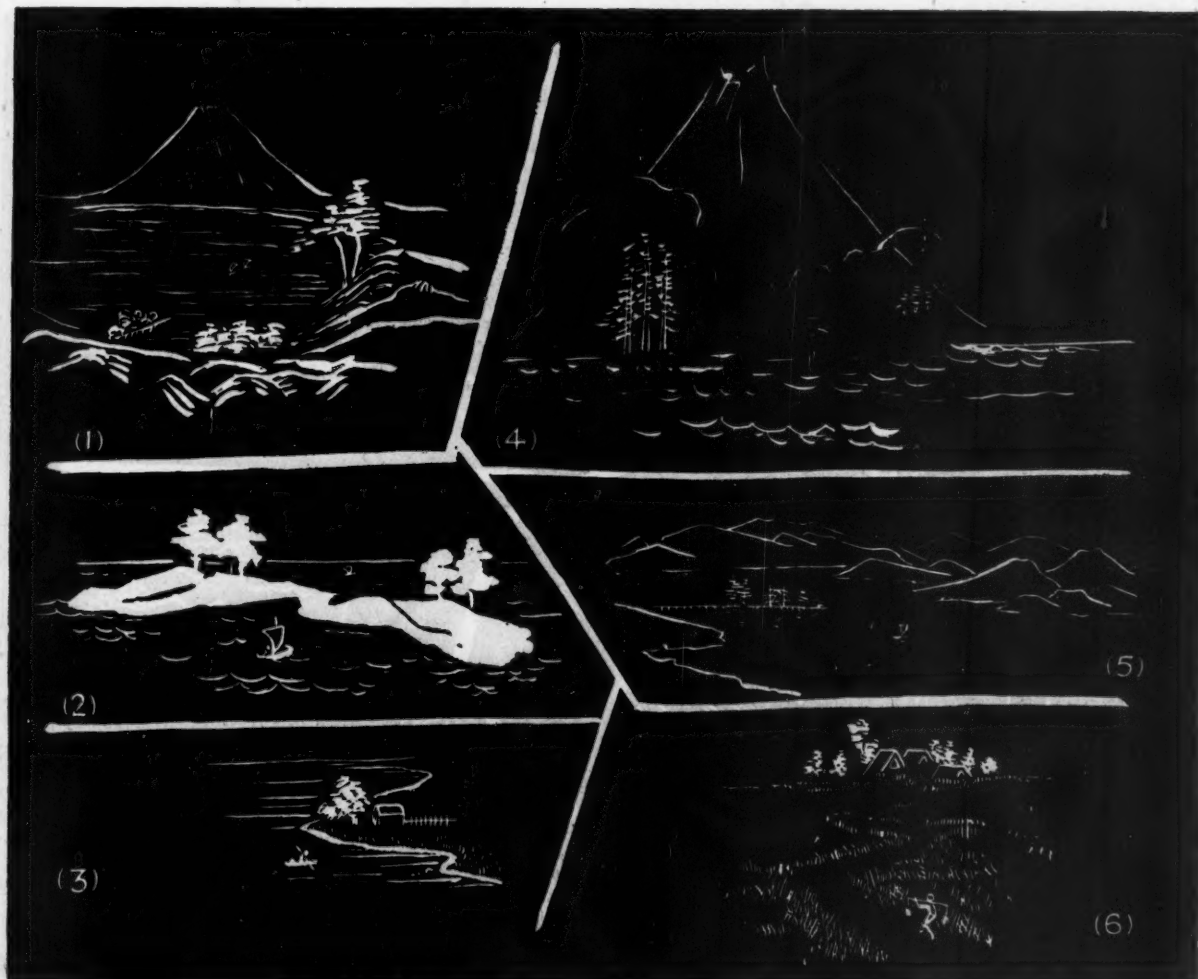
Retrospective.

I am now something over a hundred years old, measured by the standard of progress, and it is very satisfactory to be able to look back and remember half a century ago, or so, what crudities in teaching were current, and what fads could be then found everywhere.

I well remember when William B. Fowle, an eminent Boston educator, brought out his English grammar, in which he claimed that in our language nouns had no cases, and verbs had no "voice," no moods, and only two tenses—the present and the past. All verbs were active. When asked if there was any action in the verb "be," he replied, "To be sure there is. Take the verb 'Behead.' That is active, is it not? Well the action is not in 'head,' therefore it must be in 'be.'"

Then, there was the fad of reciting in concert. Every teacher practiced it. Children read in concert, spelled in concert, recited definitions, geography, and poetry in concert.

One progressive teacher, after mature reflection, concluded that the concert practice was wrong and discarded it entirely, but afterwards feared that he was carrying his opposition to an unwarranted extent. He, therefore, decided to try the experiment of having his class (ninth grade) recite mathematical definitions in concert. He gave them definitions of (1) a point; (2) a line; (3) a triangle; (4) a rectangle, etc. These definitions were



Japanese Landscape Sketching.—Plate I.

recited daily till the class was perfectly familiar with the phraseology. Then, one day, the master,—and he was one of "Boston's Best,"—determined to try his pupils individually and satisfy himself whether they understood what they had learned. He called up "John." "John, tell me what a point is." Now the definition he had given and which the whole class had memorized thoroly, was this: "A point has position, but neither length, breadth, nor thickness." What was his amazement when John, one of his brightest boys, answered as follows: "A point is a physician, which has neither strength, health, nor sickness." Is it to be wondered at, that from that day the master banished from his school all concert recitation?

This concert reading in those old days had a great run. It has long since died out, and, of course, is never found or heard of to-day, in any school anywhere in the United States.

But the subject of this article was to tell how one teacher tried this old-fashioned fad, and how when he saw its failure he brought to bear his keen sense of ridicule, and so held it up to scorn that all his fellow teachers in that section dropped the concert readings as they would drop a hot bar of iron. But I must defer the story to another article.

Japanese Landscape Sketching.

By W. E. SPARKES.

Perhaps there are few things more difficult to show in a blackboard sketch than landscape in outline. The absence of color and the use of white for black makes this still more difficult, and it is interesting to see how the clever Jap succeeds.

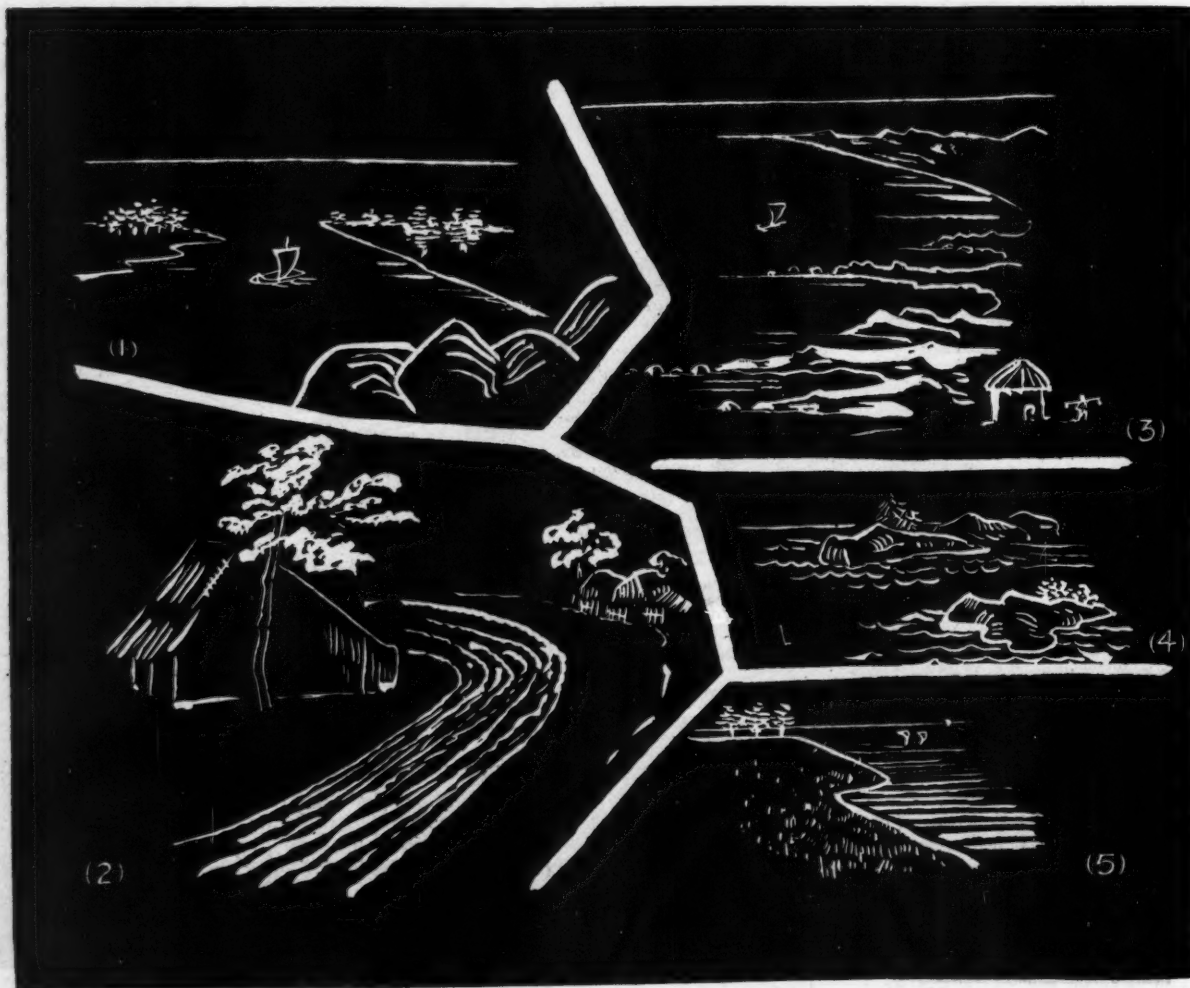
Plate I.—Page 423.

He draws a mountain in form lines, but makes little attempt to express light and shade. The presence of water is shown by little waves (Figs. 2 and 4), or by a boat or two (Figs. 3 and 5). If he wishes to represent the sea, he is careful to draw the important line of the horizon (Fig. 2). Sometimes he uses solid masses to impress the shape of islands (Fig. 2), and draws the horizontal line above them. The character of a group of mountains is admirably expressed by outlines cutting into one another (Fig. 4); and a low cape, by level lines on the shore (Fig. 3). A plain covered with rice is admirably shown by drawing a winding path, so as to show the great distance from the foreground to the distant houses (Fig. 6). The volcano by the sea level, with its summit clear and its base in mist, shows a few broken outlines of trees here and there below; and no line is seen where the sea washes against the shore.

If, therefore, it is desired to draw a lake, an island, (with an isthmus between its two parts), a low cape, an isolated mountain, a group of mountains, or a plain, what better methods could be employed than Figs. 1 to 6 respectively.

Plate II.

It has been shown how skilfully the Japanese express in a few lines lakes, mountains, groups, islands, peninsulas, capes, and plains. On this plate are added a few more examples of the illustrations of geographical terms. The narrow strait is admirably shown in Fig. 1. The horizon and the ship are quite sufficient to complete the picture. Look how skilfully, too, the low, rocky shore comes out in Fig. 3. The rocks here (as also in Fig. 1) may not be according to our ideas, but still there is no difficulty in



Japanese Landscape Sketching.—Plate II.

understanding the meaning of every line.

The river (Fig. 2) is perhaps not so successful, and it is curious to observe that the Japs represent clouds and running water in ways that do not commend themselves to our European ideas. Perhaps the attempt to make most natural objects part of a pictorial design has something to do with this.

The addition of the trees to the islands (Fig. 4) and the few waves are capital examples of those details of surpassing importance in outline drawings. The cape (Fig. 5) evidently differs in elevation from that in Fig. 3; and this is made clear by raising the shore line more abruptly from the sea level.

A careful study of these last three plates should be of value to the teacher who wishes to know how to express a great number of facts in the fewest possible lines.

These last two plates may be used to illustrate on the blackboard most of the simple terms in use; and they have this advantage—the teacher may actually draw them while describing the character of a mountain, island, and so on.

Now, taking these as valuable hints, the student will be shown how to sketch similar forms adapted to our western ideas of drawing and landscape.



The late Andrew J. Rickoff, who died March 29, 1899.

Professional Growth.

The principal topic for discussion at the meeting of the New York Educational Council of April 15 is one that appeals most deeply to all progressive teachers. It is "How a superintendent or a principal may aid the professional growth of his teachers and strengthen their work; (a) those who are normal graduates beginning teaching; (b) those who are experienced teachers new to the system; (c) teachers experienced in the system and whose service has been long-continued. The discussion is to be opened by Supt. Charles W. Deane, of Bridgeport, Conn., and Prin. T. Johnson, of Woodside. Prof. Roland S. Keyser, of the Jamaica normal school, will discuss methods of developing the powers of pupils in oral expression. Meetings of the council are held in Law Room No. 1, New York university, Washington Square.

New York City.

JAMES M. GRIMES, Secretary.

THE SCHOOL JOURNAL

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Letters.

The German Commercial School.

The broad statements contained in your editorial note last week on "Commercial High Schools" in Germany, are absolutely correct and you may accentuate them with a simple statement of fact about the way one English boy was educated for business life.

When my son had passed the sixth standard in a board school of a London suburb, I sent him to one of those large schools of which London is so proud, occupying a position half way on the road to the great public schools of England. At Cowper street school, under the excellent Dr. Wormell, boys were given as good an equipment for business life at the time I speak of, as they could anywhere obtain in that country. I kept the lad there until he was fifteen and then sent him to the Handelschule in Leipsic for two years, as I was anxious that he should get the best training possible for a commercial career.

When he returned he was practically master of both French and German, and familiar with the business forms of three countries as well as of his own. He was thoroly equipped with a knowledge of business and office routine and sufficiently capable to be entrusted with the keeping of a set of books. In fact, he was much more valuable in an office than a great many of the ordinary clerks without such a training—who had been at their desks for years.

I have had long experience of the average English boy who goes fresh from school to business; many of the lads who have gone thru my hands are filling good positions in different parts of the globe, but they all required a long and tedious breaking in which made them worse than useless to me for their first year in the business, which would never have been the case if there had been in England commercial schools on the German plan.

The best of it was that the commercial training had not interfered with my son's other studies; it was correlated with most of them in a manner which furnished him with a stock of general knowledge acquired in such a way as to make it immediately available and of practical use the moment he went out into the world.

This is one of the secrets of Germany's greatness. England is adopting her methods in this department very largely, and expansion or no expansion, America must train her men for business, as well as for diplomacy and in the art of government.

CHAS. WELSH.

Boston, Mass.

The Kindergarten Child.

I have just laid down, after perusal, your number for March 25, and before I get immersed in the other interests I want to thank you for your *Review* numbers. It was a splendid thought on your part to inaugurate such a scheme. For my own part no other number so much interests me.

In common with yourself and Dr. Abernethy I greatly deplored the article in the *Atlantic* on "The Kindergarten Child—After." I read it to the primary teachers of my own school, who have been for years receiving classes from the kindergarten. Their condemnation of it was along the line of Dr. A's comment. They declared without hesitation—"Give me the kindergarten child every time!"

J. S. COLLINS.

St. Louis, Mo.

The Review numbers of THE SCHOOL JOURNAL usually appear the fourth week of the month, thus bearing the date of the fourth Saturday. April having five Saturdays, it has been found advisable to devote the fifth number to the presentation of important articles appearing in current periodicals.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING APRIL 15, 1899.

Art in the Schools.

This is the fourth time that THE SCHOOL JOURNAL devotes the greater part of a number to art education in common schools. The subject is one of the very highest importance. The awakening of æsthetic taste is essentially moral culture, for that only is worthy of the name of art which purifies and ennobles and thus is, in its higher mission, united with morality and religion. The influences flowing from it possess an educative power which is only beginning to be realized. It is too early to speak with any degree of definiteness of the results that may confidently be expected, but enough has been done in this field to warrant the belief that æsthetic development means the building up of powers that will not yield to the weight of the environment.

The larger share of the existing immorality and vice is due to the inability of individuals to remain firm in temptations arising from the environment. And it is a duty of the educator so to fortify the soul of his pupil that it will retain its direction in spite of all influences assailing it from without. How much art education may contribute to this end cannot be briefly stated, but it surely will be admitted that it has the power to lift the thoughts of man, to make even the humblest sphere beautiful, and to increase the sources of human happiness.

The article by J. Frederick Hopkins in this number is the result of the thought and experience of an artist and educator of fine pedagogic judgment and tact. The readers of THE JOURNAL have been favored by him several times, and will remember with special pleasure his article on "Pictures in the School-Room," published about a year ago. Mr. Hopkins believes that "the citizen of the twentieth century is going to be a person of taste." The deduction may be drawn that this citizen will judge his indebtedness to the educators of his youth largely by what they have done for him in cultivating in his soul an appreciation of the beautiful.

Is Religion Declining?

Fast Day in New England has become of late years a good deal of a farce. In Massachusetts and other states it is every year formally proclaimed by the governor and actually ignored by the people. This year in New Hampshire Gov. Rollins attempted to make of his proclamation something more than a mere form. He went into a very serious discussion of the decline of religious faith in rural communities. He regretted that "there are towns where no church bell sends forth its solemn call from January to January; villages where children grow to manhood unchristened, and where marriages are solemnized only by the justice of the peace." He recommends that Fast Day be celebrated as originally intended, not merely as the opening day of the baseball season.

The seriousness with which the press of the entire country has taken Gov. Rollins' message, shows that religion has not wholly dropped out of notice. His words have called forth editorial comment in almost every large

newspaper of the country, and in only one (the Manchester, N. H., *Union*) have his remarks been made the subject of ridicule.

Death of Mrs. Parker.

Word has come from Chicago of the death, on April 1, of Mrs. Frances Stuart Parker. In her death, Chicago has lost an excellent teacher and Colonel Parker his mainstay. Ever since their marriage in 1882, Mrs. Parker's work has been so united with that of her husband that it would be difficult to say what part has been his and what hers. She has been, moreover, an excellent teacher, and the pupils who owe to her their present success as teachers and elocutionists number many hundreds and probably several thousands. She has been a powerful factor



in interpreting Colonel Parker to the world. Many times in the presence of a class he has attempted to state his ideas when seeing her shake her head he felt that he was not understood and the statement would be re-made by her, always with clearness and force.

Mrs. Parker was born in 1842 and was for a number of years before her marriage to Colonel Parker, a teacher in the Emerson School of Oratory, Boston. She leaves a husband, two daughters, and a host of friends to mourn her loss.

Andrew J. Rickoff.

Brief mention was made last week of the death of this eminent educator who came into prominence when superintendent of the schools of Cincinnati and Cleveland. He was born in New Jersey in 1824; his education was obtained in Cincinnati, to which place his parents had moved. After a period of service in country schools and in Cincinnati, he became superintendent; then for nine years he carried on a private school. In 1897 he became superintendent of the schools of Cleveland, holding this post until 1882. He was then called to the school superintendency of Yonkers, N. Y.

In conjunction with Dr. W. T. Harris he began while in Cleveland to edit a series of readers; this and other literary work became quite pressing while in Yonkers, until it induced him to give up the superintendency. For one year, however, he directed the Workingmen's school, now known as the Ethical Culture school, founded by Felix Adler.

In his literary work he had been assisted by his remarkable wife, Rebecca D. Rickoff; they established

themselves in New York and the outlook seemed attractive and restful. There were two children, a son and a daughter; the son, a fine young man, betook himself to the West to engage in the service of the Canadian Pacific railway; his life was ended by drowning in Puget sound, in November, 1892. This event was a blow of terrific force; the father and mother broke up their New York residence and spent about five years in California, but it was impossible for them to forget. In 1897, while the writer was in Italy, a letter came from Mrs. Rickoff telling of their return to New York and saying that an effort would be made to resume work if possible. But it was not to be. Mrs. Rickoff's splendid physique could not battle against anguish and disease. Her death was an additional blow to Dr. Rickoff. He went to Berkeley, California, to live with his daughter, and there died March 29.

Dr. Rickoff was one of the advance guard of the new educationists; he gave a standing to the school system of Cleveland that for many years placed it above all others. Upon assuming the editorship of THE SCHOOL JOURNAL in 1874, the present writer found Dr. Rickoff was working upon higher lines than any other man with whom he was acquainted. He had thought upon the subject of primary education long and deeply.

He was a man of beautiful courtesy, of friendly attitude towards all, of earnestness in the search of truth, ready to hear and to weigh the statements of others. He must justly be recognized as one of the great lights in the educational world; and yet he never claimed any position for himself other than that of an earnest seeker of the highest and best.

Without variety and healthful change it is not possible to retain the interest of little children for any length of time. Great care must be exercised, however, not to lose hold of essentials, and to fix these in the child mind; there must be frequent repetition. In genuine new education schools, spelling, reading, writing, and the other necessities are just as thoroly taught as in schools where the whole program is limited to these few things, but the educator of the new school recognizes the fact that occupying children beyond the fatigue point is a waste of valuable time, and he introduces relief and recreation studies whenever they can be judiciously brought in, thus giving the child the greatest possible value by an economical use of time. The pupils in these schools will not have to say as did the little boy of a pseudo "new education" school, when asked what he learned at school, "They teaches me a great many things but I don't learn nothin'."

The present year offers occasions for several literary commemorations. It is the one hundred fiftieth anniversary of Goethe's birth and as such it will be marked by many celebrations. Hood and Balzac were born just a century ago. Beaumarchais died a hundred years ago, Racine two hundred, and Spenser three hundred.

"A Longfellow National Memorial Association" has been started for the purpose of erecting a statue of Longfellow in our national capital. Chief Justice Fuller is president of the association, Senator Hoar is vice-president, and General Greeley secretary.

The Busy World.

Santiago Health.—The reports from Santiago show a continued state of good health in the city and environs. The place is as healthful as any of the seacoast towns in the United States south of Maryland. The latest report gives the number of deaths in the civil population during the last week as thirty-one, the principal causes being malarial and typhoid fever, and tuberculosis.

Workmen in Porto Rico.—The special commissioner to examine into political and social conditions in Porto Rico, says: "The most capable builders, carpenters, bricklayers, masons, printers, plumbers, and artisans generally are negroes. They mingle with the white workmen on terms of perfect equality. More than half of the delegates selected by the workmen's guilds were negroes. They are practical and hard-headed thinkers."

Cars for California Fruits.—The Southern Pacific Railway Company has ordered 3,000 new freight cars and thirty-six additional locomotives. California will ship to the East the largest fruit crop ever known.

Commerce with Cuba.—A year ago in February, before the war, we imported from the island of Cuba goods valued at \$2,059,729 to \$2,307,940, while for nine months ending February 28, 1899, the total imports to United States ports from Cuba were \$9,178,777, against \$6,413,028, for the like period a year earlier. During February 1898 the merchandise exported from this country to Cuba was valued at \$1,166,744. For 1899 it was \$1,671,846. The aggregate worth of the exports for nine months is given at \$10,142,949, an increase of 33 per cent. over the preceding year.

Around the World.—To travel around the world after the completion of the Trans-Siberian railway will require thirty-three days: From Bremen to St. Petersburg by rail a day and a half; from Petersburg to Vladivostock by rail ten days; from Vladivostock to San Francisco, across the Pacific ocean, ten days; from San Francisco to New York, four days and a half; from New York to Bremen, seven days.

At present the route from New York to Southampton requires six days; from Southampton to Brindisi, three days and a half; from Brindisi to Yokohama by the Suez canal, forty-two days; from Yokohama to San Francisco, ten days; from San Francisco to New York, four days and a half; total, sixty-six days.

Death of a Jurist.

Stephen J. Field, of the United States supreme court, retired, died on April 9. His death leaves Dr. Henry Field, editor of the *Evangelist*, as the only surviving member of a remarkable family. The fields were of Stockbridge, Mass., and all four of the brothers became famous. Justice Field was one of the original Forty-niners in California, and contributed more than any other man to establish law and order on the Pacific coast. As a jurist his knowledge of Spanish law made him an invaluable member of the supreme bench. He was a man of tremendous physical vigor and, in his early days, a hard fighter.



Down the Corridors.—See article on page 440.

Pictures and Casts in the School-Room.

By JAMES FREDERICK HOPKINS, Director of Drawing, Boston Public Schools.

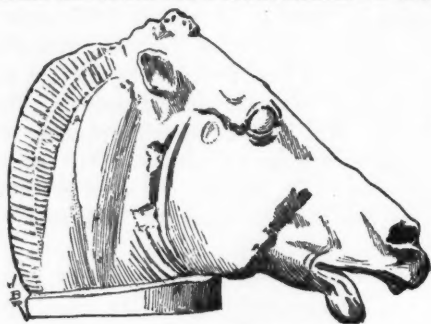


ICTURE study and school-room decoration are twin sisters who need no introduction to the American educator. We have worked so often under the influence of these kindred spirits that we should feel very well acquainted and some what sure of the ground we have traveled. It must be admitted, however, that unless we are very careful we tend to narrow our horizon by the choice of a too limited field for the selection of our subjects. This is particularly true of that picture study which utilizes only the reproductions of paintings and fails to include the equally instructive examples of architecture and sculpture. Shall we say that the present article is a plea for the wider use of the architectural and sculptured example in our school-room decoration and picture study?

Material for school-room decoration is in its position for a definite, clear-cut purpose. It is "art for the eye" as Mr. Ross Turner, the "father of American school-room decoration" has most fitly termed it. The objects chosen to adorn the rooms should not only make their mute appeal to the pupils, they must be spoken about, utilized, and made to play their part in a general educational scheme. How many times has the practical educator found her children alive with interest when

ment, but there comes a recognition of the dignity and sweep of line, and a balance of masses most easily recognized in an example in relief.

The examples of sculpture and architecture chosen to supplement and round out a broad scheme of decoration



*HORSE FROM THE PARTHENON.

IV. GRADE. March.

and picture study should be in sympathy with the age of the pupils who will come in contact with them, and of such a character that they will breathe an influence into their daily lives.

Perhaps the list of subjects suggested for decoration or supplementary study in Boston schools will be of interest. It will be noted that the arrangement of the subjects in the upper grades leads to a recognition of the examples which are the pride of the home city and would not therefore be of service elsewhere. However, the list is given as published and may be of help to some fellow educator.

First Grade.

September. Age of Innocence. Frémiet.

November. *Baby from Children's Hospital. Luca della Robbia.

January. *Madonna and Child. Benedetto da Majano.

March. Trumpeters and Dancing Children. Luca della Robbia.

May. Drummers and Dancing Children. Luca della Robbia.

Second Grade.

September. Dachshunds. Frémiet.

November. *Cat, Rabbit, or Cock. Frémiet.

January. *Flight of Time. Wm. Morris Hunt.

March. Madonna, Christ-Child, and Angels. Luca della Robbia.

May. *Laughing Boy. Donatello.

Third Grade.

September. Hounds. Frémiet.



*LION'S HEAD.

V. GRADE. November.

Donatello.

certain decorative examples were happily explained? This is the place then for the picture and cast study now made a part of the efforts in so many schools.

It is undoubtedly true that at first thought the plastic reproduction has less to recommend itself to the teacher than its fellow decorator, the picture. Almost all casts available for school-room use do not possess, to so high a degree, the story-telling quality of the artist's brushwork. But if the sculptured relief does lack some of the elements of pictorial art, it does excel in easily understood composition, space relations and a happy treatment of form and line set forth in a most interesting fashion. Pictures are studied in grammar and primary schools for the messages they have to tell us, for the spirit which underlies the artist's attempts, and for an acquaintance with masterpieces which are classic in their power. A great picture is something to know and love,—a grand example of sculpture, reproduced in plastic form, is just as valuable and powerful. In this we not only feel the artist's message and the power of his marvelous arrange-



II. GRADE

*RABBIT.

Frémiet.

November. Roman Mastiff.

January. *St. John. Donatello.

March. Singing Boys (with book). Luca della Robbia.

May. Singing Boys (with scroll). Luca della Robbia.

*Copyrighted by P. P. Caproni & Bro.

Fourth Grade.

September. Assyrian Horse.
November. Lion of Lucerne. Thorwaldsen.
January. *Madonna and Child. Donatello.
March. *Horse from the Parthenon.
May. Bronze Horse. Museum of Naples.

Fifth Grade.

September. Wounded Assyrian Lioness, or Walking Lion. Barye.
November. Lion's Head. Donatello.*
January. *Maiden of Lille. Raphael (?).
March. Nuremberg Madonna.
May. St. Cecilia. Donatello.

Sixth Grade.

September. Sphinx and Pyramids.
November. Temple of Edfou.
January. Acropolis, Athens.

March. Parthenon.
May. Victory of Samothrace.

Seventh Grade.

September. Roman Forum.
November. Pantheon.
January. Emperor Augustus. Vatican.
March. St. Mark's.
May. Alhambra Hill. Granada.

Eighth Grade.

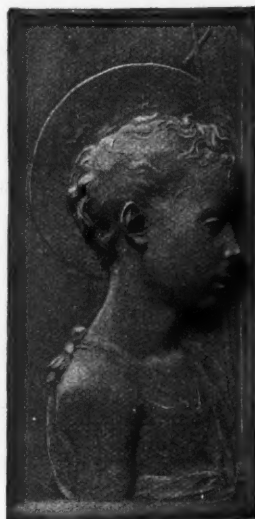
September. Abbey Church of St. Denis.
November. Cathedral of Amiens.
January. Portals of Amiens.
March. Giotto's Tower and Cathedral.
May. St. George. Donatello.

Ninth Grade.

September. Longfellow's House.
November. Trinity Church. Boston.



MADONNA, CHRIST-CHILD, AND ANGELS.
II. GRADE. March. Luca della Robbia.



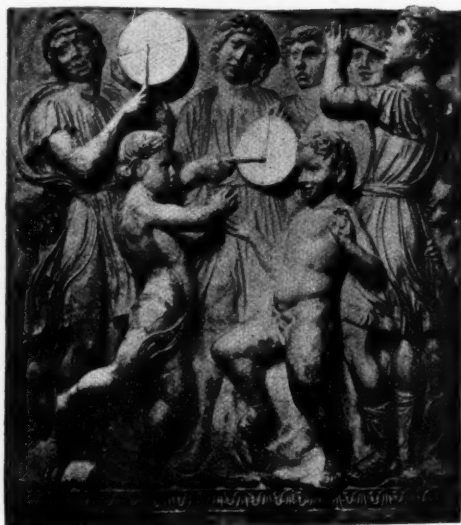
*ST. JOHN.
III. GRADE. January. Donatello.



NUREMBERG MADONNA.
V. GRADE. March.



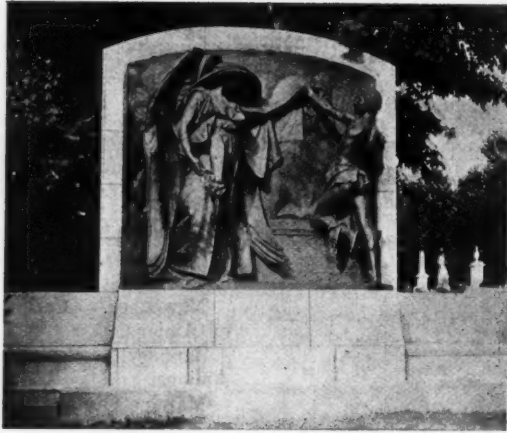
ST. CECILIA.
V. GRADE. May. Donatello.



DRUMMERS AND DANCING CHILDREN.
I. GRADE. May. Luca della Robbia.



TRUMPETERS AND DANCING CHILDREN.
I. GRADE. March. Luca della Robbia.

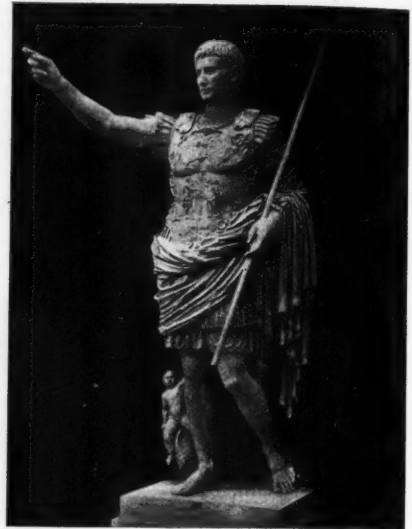


DEATH AND THE SCULPTOR.
IX. GRADE. March.

French.

January. Boston Public Library.
March. Death and the Sculptor. French.
May. † Shaw Memorial. St. Gaudens.

In commenting upon the list of pictures shown in a last year's issue of THE SCHOOL JOURNAL, the statement was made that many different lists of subjects for study might be arranged, so wide is the field for selection. When dealing with architecture and sculpture the same truth comes home to us with even greater force, yet here we are limited somewhat by the material at command. In photographs or enlargements almost every subject may be in time secured, but what we should strive for particularly in our selection is to get as many casts as possible whenever the subject is so reproduced. We have decorated our school-rooms so long with the reproduction of paintings that architecture and sculpture come as welcome reliefs, particularly when the latter may be had in another medium than the photographic reproduction.



EMPEROR AUGUSTUS.
VII. GRADE. January.

Vatican.



II. GRADE. January.

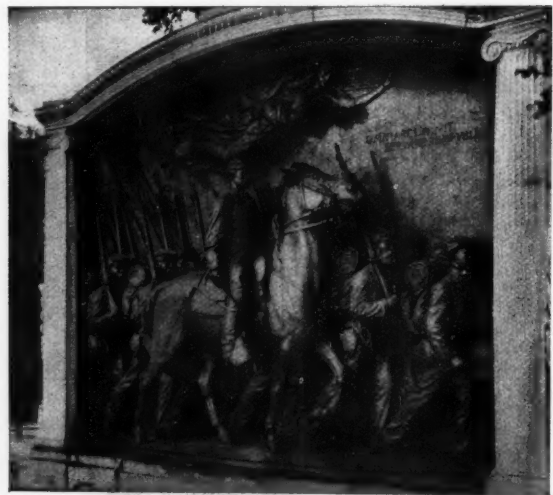
*FLIGHT OF TIME.

Hunt.



VICTORY OF SAMOTHRACE.
VI. GRADE. May. Louvre.

*Copyrighted by P. P. Caproni & Bro.



†SHAW MEMORIAL.
IX. GRADE. May. St. Gaudens.

†Copyrighted by The American Architect and Building News.



*MADONNA AND CHILD
I. GRADE. January. Benedettoda Majano



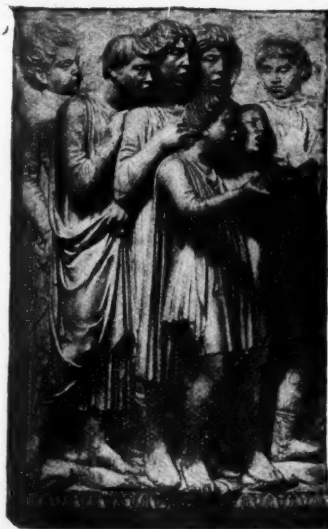
SINGING BOYS
III. GRADE. May. Luca della Robbia.



*LAUGHING BOY.
II. GRADE. May. Donatello.



MADONNA AND CHILD.
IV. GRADE. January. Donatello.



SINGING BOYS.
III. GRADE. March. Luca della Robbia.



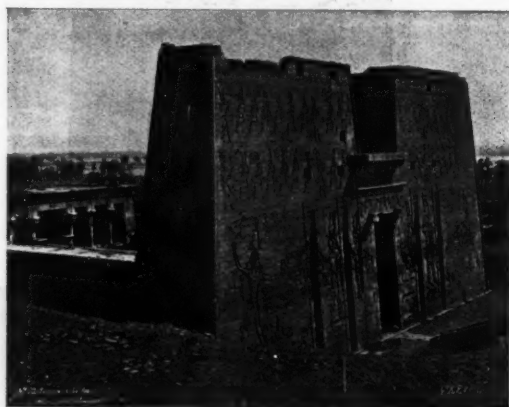
*MAIDEN OF LILLE.
V. GRADE. January. Raphael (?)



BABY FROM THE CHILDREN'S HOSPITAL, FLORENCE.
I. GRADE. November. Luca della Robbia.

In the series illustrated last year there was a sequence or relationship between the groups embracing the subjects of all grades, as, for instance, those examples in the Harvest Series, the Christmas selections, or those of the Springtime. The list presented this year divides itself somewhat arbitrarily, and yet with a reference to the general course of study. For from the early primary to the sixth grade there is no formal study of architecture and therefore we find in those years a preponderance of sculpture. After that point of division, altho sculpture appears, yet it is subordinated, in numbers selected at least, to a sequence of architectural development.

It is a fair question and one which a practical parent will often ask the educator, "Just what purpose have you in suggesting picture study and this decoration of school-rooms with photographs and casts?" And what are we doing it for anyway? Is it because they are doing it over in X—? Because the educational journals have been full of the subject, or because there is a definite permanent need of such an effort in the school curriculum? Educators tell us that a feeling for art, can we not say a development of taste? comes thru a recognition of the beauties of nature in connection with a contact and study of man's artistic productions. Nature alone will not



TEMPLE OF EDFU.
VI. GRADE. November.

Egypt.



SPHINX AND PYRAMIDS.
VI. GRADE. September.

Egypt.



ASSYRIAN HORSE.
IV. GRADE. September.

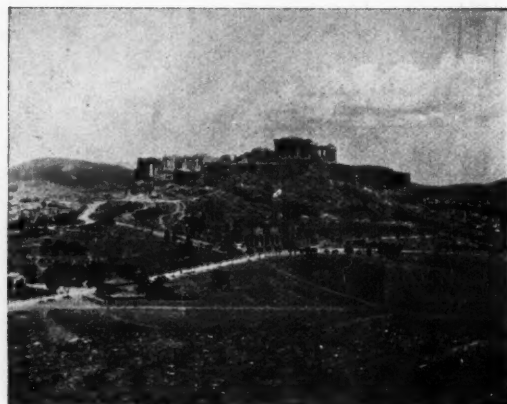


PARTHENON.
VI. GRADE. March.

Athens.



ROMAN FORUM.
VII. GRADE. September.



ACROPOLIS HILL.
VI. GRADE. January.

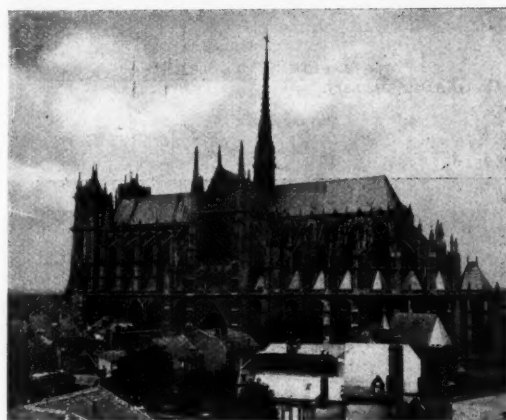
Athens.



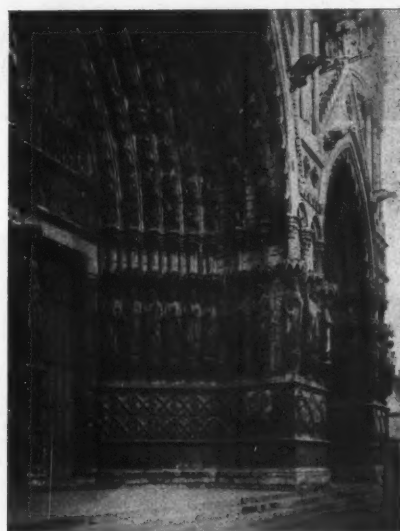
VII. GRADE. March. St. Mark's. Venice.



IX. GRADE November. TRINITY CHURCH.



VIII. GRADE. November. CATHEDRAL OF AMIENS. France.



VIII. GRADE. January. PORTALS OF AMIENS. France.



VIII. GRADE. March. GIOTTO'S TOWER AND CATHEDRAL. Florence.



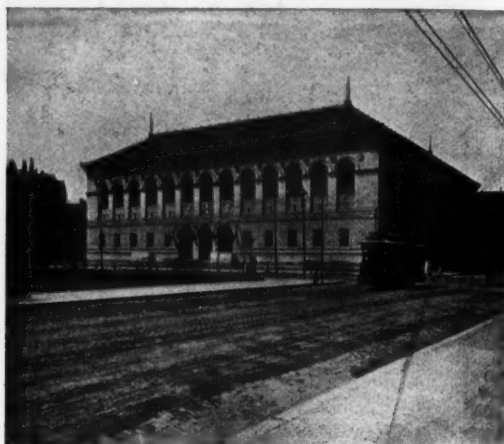
VIII. GRADE. September. ABBEY CHURCH OF ST. DENIS. France.

suffice. The child only grows to a stature of taste by an appreciation of what man has done in architecture, sculpture, or painting. We assume of course that this appreciation is gained in a child's way thru years of preparation for manhood or womanhood. The citizen of the twentieth century is going to be a person of taste. Scoff at the idea as we will, some recognition of this fact is coming home to us all. The century which is just closing is appealing for recognition in its products along this

line. Pick up the last magazine and see if it is not so. The advertiser who to-day fails to embellish his space is counted out of the race. Tasteful forms and designs meet us on every hand, and a cry for a better public life is abroad in the land. This means a recognition of the necessity of a public taste, just as twenty-five years ago we were crying for a better public health. Now the boys and girls of to-day are going to be the makers of the homes and the cities of to-morrow and if we do not train



LONGFELLOW'S HOUSE.
IX. GRADE. September.



BOSTON PUBLIC LIBRARY.
IX. GRADE. January.



ST. GEORGE.
VIII. GRADE. May. Donatello.



ALHAMBRA HILL.
VII. GRADE. May. Granada.



PANTHEON.
VII. GRADE. November. Rome.



LION OF LUCERNE.
IV. GRADE. November. Thorwaldsen.

them in taste, as well as literacy and morality, we are shirking our educational duty.

A beautiful queenly city is not the result of accident, but is of man's design. Nature arranges the landscape, groups the hills and forests, traces the course of winding rivers, and, if beside the sea, dots the bay with islands. Man makes the city whatever he will for good or ill, no

matter how favored the setting. It can scarcely be expected therefore that any city will show finer arrangements or possess better art than that planned for and demanded by its citizens.

No amount of talking will ever bring about a civic sense of beauty unless the development is nurtured on the sight and study of beautiful things. This is the place



BRONZE HORSE.
IV. GRADE, May.



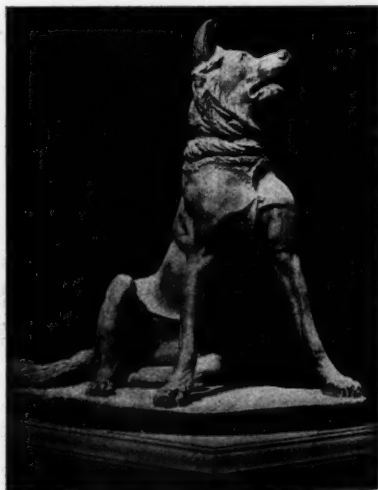
HOUNDS.
III GRADE. September. Fremiet



AGE OF INNOCENCE.
I. GRADE. September. Fremiet



DACHSHUNDS.
II. GRADE. September. Fremiet



ROMAN MASTIFF.
III. GRADE. November.



WOUNDED LIONESS.
V. GRADE. September.

and opportunity for our picture-study and school-room decoration, introducing the architectural example or the reproduction of the sculptor's art.

Two elements will enter into the making of the artistic city of the future, the first, and fortunately the controlling majority will be the boys and girls who are with us to-day in our school-rooms; the second, the members of the body politic who come from without the city, many without even a common school education and largely lacking in civic taste. The library, the art museum, or the decorated school-rooms, the public lecture, and whatever is best in the city or town must influence this alien class. It is our business to take care of the boys and girls. Every dollar expended therefore in the decoration of the school-room, in picture or cast study, or on the gardens, greensward, or trees of the school yard, is going to grow and multiply in the higher education of the people. We cannot afford to sit still and float with the current in this matter, we must influence our environment or it will lower our present standards. We must be up and doing to find that which is good, to keep our children under its influence, and thus extend its sphere.

The citizen of an artistic community should be able to recognize the good things in architectural style as he should appreciate the music he hears, respond to the references to good literature, or welcome the flowers, the birds, or the budding of the trees of his inheritance. To appreciate his local art, or create a taste for it, he must know something of the arts of the past. This is the reason of being of our historic study in the courses of our public school. It should be our purpose to lead out from the architecture, sculpture, or ornament which we can study within the class-room, to an appreciation of the grand examples of art development and thus provide for a reaction upon the environment of the community.

Historic study which does not come down to the examples in our streets and squares is not worthy the time spent upon the effort. There are few towns which cannot show some slight traces of historic influence and the teacher of the city certainly has a wealth of material at her command.

PICTURES THAT CHILDREN ENJOY.—II.



AN EASTER GREETING.—From a Painting by J. Geoffroy.

PICTURES THAT CHILDREN ENJOY. I.



FIRST LESSONS IN NEEDLEWORK.—From a Painting by Gust. Tyler.

The Culture of Taste.

Taste, in its broader and higher sense of a susceptibility to refined emotions, a power to discriminate between the higher and the lower emotions, and the instinctive preference of the higher, is a matter of very great importance, and on it largely depends not merely our own happiness but our usefulness, our power to influence, to persuade, to ennoble others. It is taste in this broad sense that catches in the hard realities of experience some gleams of the ideal, nourishes our aspirations and sets the spiritual above the material in our estimates of life.

And is there not just now sore need of developing this power in this vaunted age of progress, when attention is drawn so irresistibly to the lower side of life, with an increasing complexity of material interests?

Let it not be thought that this culture is a thing which pertains exclusively to the sentiments. It is sure to have moral results and to issue in conduct.

—C. W. WINCHESTER.

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Old California Missions.

By CHARLES F. LUMMIS.

The Caucasian history of California turns back only 130 years—tho the state was discovered sixty years before New England was. And yet, if New England had anywhere within its historic limits one building from the last century so romantic so picturesque, so noble in architecture, so great an achievement for its time and circumstance, as an average California Mission, the English-speaking world would ring with its fame; Hawthorne and Whittier and Longfellow and Holmes would have immortalized it, and millions would make pilgrimage to it.

Unfortunately for American literature, "there's no such a person." There is not in New England—nor in the whole United States, east of Colorado—a single old building remotely to be compared with the Franciscan Missions, of which California has twenty-one. The Atlantic states were a century and a half old when the first European sat down in California for good; but in all that time they had not erected an edifice so masterful as he began at once. The Easterner who knows anything about his own history stands astounded before such enormous structures as the monastery at San Fernando, the temple of San Luis Rey, and other buildings of the Franciscan missionaries.

The Puritan came to hunt room for his own faith; he sat down on the first shore he reached; he hanged, whipped, and boycotted every other fellow that had another faith. And while he believed in God as hard as ever man did (and a cast-iron God at that), he built his temples of the nearest logs.

The Franciscan after sailing farther from the Old World, tramped on his feet as far again, to give someone else a faith. He hung no Quakers; but he built, in place of little log "meeting-houses" for himself, enormous stone churches for the Indians. Instead of the shrewd, earnest labor of the Puritan's co-workers, he had no masons nor carpenters except absolutely raw savages. And by moral suasion, not by blue-laws and force, he got nomads who had never built a house for themselves to help him build imposing structures for his alien but amiable God.

This is not a California guess. It is proved historic truth, which no scholar would any more deny than he would deny gravitation. And it is food for thought. Take for instance,

the stone church at San Juan Capistrano. It could not be rebuilt, even in this easy day, with a railroad at its door and skilled masons "hunting a job," for less than *one hundred thousand dollars*. Yet it was built in what was then a deeper wilderness than Daniel Boone trod, a country more distant from the civilization of its time than central Africa is to-day, and with stupid savages for workmen—held to their task not by an army but by the magnetism and diplomacy of a couple of brown-robed missionaries.

To those who know something of history, the California missions are, as a physical achievement and a "business success" among the most wonderful things in our country. To those who know anything about architecture, they are, collectively, the noblest monuments in the United States. To those who have some insight of beauty and picturesqueness, they are precious beyond speech.

The brutal and thievish "disestablishment"—for the early Mexican "republic" was as bitter a jest as the Mexican republic of to-day is honorable and substantial fact—broke the backs of the missions and gave their dismembered properties over to be looted. Since the American occupation and the coming of security, carelessness has continued the destruction that greed began. Their proselytes scattered or dead, their revenue stolen, their temples robbed to make one man's house and another man's pig-pen, the missions have fallen into irremediable decay. Not one keeps, or will ever have again, the splendor of the good old days when each mission was a little commonwealth, self sustaining and self-sufficing; producing everything within its own walls; a "business management" which no American trust surpasses in efficiency, a work of love and conscience that Americans might profitably pattern by in their dealings with minor peoples.

A few missions are still occupied by the meager heirs of the patriarchal pioneers; many are gone to swift decay—pillaged by man and the elements. And some are safeguarded and loved by a devoted little band of the newcomers, who care for romance and beauty, for sincerity and skill and self-sacrifice, and who mean that the monuments of learning and faith and infinite zeal shall not perish from off the face of California. Even in ruin, the Franciscan missions are the noblest architectural landmarks our nation owns. There is no question that the United States is smart. If it is also wise, it will preserve and honor its finest antiquities.

—From *The Land of Sunshine*, by permission.

The National Educational Association meets at Los Angeles, July 11 to 14.



PEAKING of Pictures for School Decoration, PROF. GOODNOUGH, of Brooklyn, says: "It is important that

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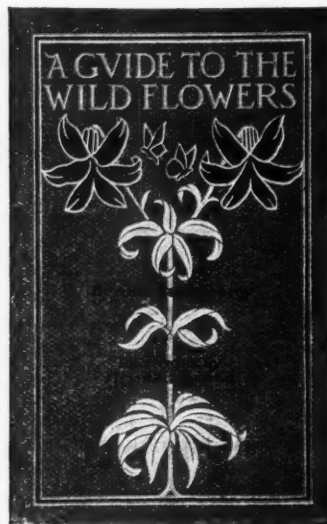
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Dr. Nathaniel L. Britton, Director of the New York Botanical Garden, Emeritus Professor of Botany, Columbia University, and author of "An Illustrated Flora," has made suggestions for the scientific part of the text and has written an introduction.

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The Educational Outlook.

The Emotional Life of Children.

The psychological department of the School of Pedagogy, New York university, was especially favored, on Monday afternoon, April 3, with a lecture by Prof. George Trumbull Ladd, of Yale university. In developing his subject, "The Emotions of Children and the Attitude of the Teachers toward Them," the speaker pointed out the fact that the emotions are vitally present even in child life, and laid emphasis upon the truth that the psychological attitude to this fact implies that the education of the emotions does not consist in the repression of them, but rather in the arousing, the incitement, and the refinement of each and all of these emotions.

By emotions Professor Ladd meant mental facts of the three following orders: First, the biological feelings of anger, fear, jealousy, grief, joy, love, sympathy; second, the intellectual feelings of curiosity, wonder, certainty, doubt, etc; third, the ideal feelings of ethical, aesthetical, and religious orders. He contended that normal human development insisted upon the awakening of all of these feelings, but always in the right direction. Superstitious fears should not be awakened, but fear of God, of law, etc., should. The need of a well-regulated emotional development in the quickening and safety of our national life was especially emphasized. Many anecdotes of Yale life and Japanese customs interspersed the remarks. The lecture was especially appreciated by those students who are at present engaged in a study of the lecturer's treatise on descriptive psychology.

A Word from Rabbi Hirsch.

CHICAGO, ILL.—A strong educational address was made recently before the West End Woman's club by Dr. Emil G. Hirsch. He made an appeal for a public education that trains alike the hand, the brain, and the soul. In spite of all the discussion of educational problems, it still remains true that the public schools thruout the country are run upon the theory that "a boy consists entirely of a globular repository filled with memorizing faculty."

Novel Educational Views.

CHICAGO, ILL.—Dr. G. Stanley Hall recently gave a talk before the School of Psychology on "The Education of the Heart." He said in substance that pain predominates over pleasure in the world, and that it is the business of education to enlarge the domain of pleasure. Pain is the chief stimulus in evolution and where pain is removed growth is retarded. Children must suffer pain or they become sour and selfish. It is a good thing for boys to fight. Punishment is necessary, and a good scolding vocabulary is a desirable thing to have. Teasing and bullying are in themselves commendable, but must be held in check. It is a pedagogical mistake to let a child grow up too tender-hearted. Every boy should learn to box.

A Lecture from Prof. Bowne.

Prof. Borden P. Bowne, LL.D., of Boston university, gave a half-hour lecture to the class in ethics of New York University School of Pedagogy on Saturday morning. He treated of the danger of too much reliance upon the value of abstract principles or theories of ethics. The witty reply of Lincoln to one who asked him how long a man's legs should be, that they should be long enough to reach the ground was made to illustrate the fact that ethics must not become so abstract and ideal as to fly too far from the *terra firma* of actual concrete life. In particular, formal principles of abstract right may mislead the teacher and the political and social reformer into the belief that when they have proclaimed certain generalizations of an

abstract and ideal character in rhetorical flourishes, they have thus helped on the moralization of the pupil or the society as the case may be; the strength of this delusion is all the greater when these glittering generalities produce revenue at the rate of a hundred or a hundred fifty dollars a night. We must always come back from our abstract principles to actual concrete circumstances making due allowances for the imperfect and unideal conditions of real life. As life is we have to meet and correct conditions, and the man who will accept only the formal ideal right and abstractly perfect morality is of little practical service to society.

A Co-operative Association.

FORT WAYNE, IND.—The teachers of Fulton county and other parts of the state are forming what one of the local newspapers is pleased to call a "combine." They hope to secure from the community more of professional recognition; to find suitable positions for their members; to provide books and magazines for the school-room; to secure to the teacher his full legal rights. The membership is fixed at 3,000, the stock at \$6,000. A meeting of the stockholders was held in this city on March 31.

A Distinguished Visitor.

Dr. James Iverach, of Aberdeen, Scotland, is in the city for the purpose of delivering the Charles F. Deems lectures, established in connection with the work of New York university. The lectures began on April 3, and will end April 19, at half past ten in the morning. They will be given in the Law Lecture room, University building, Washington square. The subjects are as follows: 1. "The scientific view of the world and its bearing on Theism;" 2. "Life, its genesis, growth and meaning;" 3. "The making of man;" 4. "Religion, its nature, history, and demands;" 5. "Philosophy in its agnostic aspect, its postulates, its character, and its worth;" 6. "Idealist philosophy, its merits and defects; the conception of God. How shall we conceive the synthetic unity of God, man, and the world? The kingdom of God."

A Pennsylvania Problem.

HARRISBURG, PA.—More than fifty per cent. of the revenues of the state go to the cause of education. This is too much, says Gov. Stone. The state is every year confronted with a deficit of about \$3,000,000. The governor proposes that \$1,000,000 be cut from the school appropriation to help meet this deficit. A greater burden will be thereby laid upon the municipalities which will then be forced to raise more money by taxation, or to let their schools run down. But the legislature and the governor will have the deficit off their hands.

Meantime, however, education is not in the condition it should be, in the Keystone state. A few figures, for which the *Edinboro Independent* is responsible, will prove that. There are regularly employed in the state 28,080 teachers. About 10,000 of these are in cities, where they are paid salaries averaging \$550 per year. Some 3,000 in the older and richer districts of the country get about \$400 each, while 15,000 country teachers receive from \$23 to \$360 each, the average salary being \$210. Obviously good teachers cannot be retained at \$210. Most of the country schools are taught by boys and girls, of limited experience and limited intellectual attainments.

Longer Terms in Country Schools.

HARRISBURG, PA.—Apparently a bill to increase the minimum school term from six to seven months has gone thru the Pennsylvania legislature. It has passed the house and has received its second reading in the senate. For years efforts have been made to secure this reform, but they have always been met with rural opposition. It has been claimed, with more or less plausibility, that the farmers and miners cannot dispense with the services of their children.

The Ideal Course in English.

Buehler's "Practical Exercises in English" (Introduction Price, 40 cents), now used in over one-half of the grammar schools of Greater New York, imparts a sound working knowledge of correct English. Hill's "Foundations of Rhetoric" (Introduction Price, 80 cents), covers effectively the middle ground between grammar school and college. Hill's "Principles of Rhetoric" (Introduction Price, \$1.00), is marked by soundness of conception, clearness of arrangement, lucidity of definition and a combination of scholarship and common sense.

HARPER & BROTHERS, Publishers, Franklin Square, New York City, N. Y.

Educational Conditions in New Brunswick.

Among the Blue Books issued by the government of Canada, none is more important and more largely read than the "Report of the Schools," compiled by the chief superintendent of education, J. R. Inch, LL. D. It is a volume of 295 pages containing full statistical tables of the educational work of the province, reports of the inspectors and of the board of trustees of towns. The reports of the inspectors and of the superintendent of the St. John city schools are most interesting to teachers.

In New Brunswick, in small towns and villages, especially, the principal of the high school is *ipso facto* the superintendent of all schools in the town. He directs and supervises the methods employed by all the teachers in the town. There is a growing feeling that the school trustees do not usually exercise sufficient care in selecting men for this dual position. This feeling has never been fully recognized, so has been constantly ignored by the inspectors. However this year Inspector Steeves grapples with the abuse and makes the following suggestions:

"I would, however, call attention to the far too frequent change of teachers from which most of them suffer. Under such conditions the best results cannot be obtained. Trustees do not, I fear, take into consideration sufficiently the character of these schools. When appointments are made they do not, as a rule, choose from among those who have won a recognized status as educators, who by experience and scholarship are most worthy of responsible and lucrative positions. Matters of finance very naturally enter into the question and have a deterrent effect. Professionally settled teachers feel that their services should receive financial recognition. The leading schools are now in a great degree held by persons of small experience who, while often possessing excellent capabilities, have either not yet finished their own school education or are preparing for another profession. Among such the competition is sharp, not to say sometimes unscrupulous, and the result is, the settled man must fall to the lowest point of salary or retire from the contest. If in addition to present qualifications four years' experience were required for principalship, would it not be an advantage to the profession and to a majority of the schools?"

Apart from the superintendency the principal has in New Brunswick recognized duties in directing the teachers in his own school. This is clearly set forth by Dr. Bridges, superintendent of the St. John city schools. Each principal should

advise and assist his teachers, wherever he finds it necessary, in order that the work of the school may progress in an effective and harmonious manner. Not only do teachers learn to teach more effectively under the guidance of the mature judgment of their principal but they also learn to teach all the subjects of their grade better, so that a sure foundation is laid for the work of the next grade."

Still with all this theory regarding the duties of principals. There is a strikingly anomalous condition existing in the province; we boast that none but trained teachers is employed in our schools. There is, however, an exception to this that we are apt to forget. The board of education grants license to graduates of colleges without any normal training. These men usually obtain high school licenses. They are looking forward to law, medicine, or theology for their life work. They have spent no time or money in preparing themselves for the teaching work. They simply want to drop into something to earn a few dollars and at the same time be preparing for their future profession. They, therefore, accept lower salaries than they otherwise would. This causes the trouble spoken of by Mr. Steeves. Strange to say the board of education is continually making it easier for these men to obtain licenses. It seems perfectly clear that the teaching profession will not reach its proper status in the province while this system obtains. The board of education should at once adopt the suggestion of Inspector Steeves, or, what is perhaps better, insist that the principals of all high schools be graduates of the normal school. On account of their duties of supervising the methods of other teachers it would seem that they above all others should have knowledge of child nature and the principles underlying all sound methods in teaching. At present they are the only teachers in the province granted licenses without the slightest professional training.

L. R. H.

St. John, N. B.

The Library and the School.

POUGHKEEPSIE, N. Y.—One of the most interesting chapters of the recently published report of the board of education deals with the new Adriance library. That the school board should see fit to include a description of a public library shows how thoroly the library has become identified with the educational work of the community. The new building, which was given by the heirs of the late John P. Adriance, cost \$80,000. It contains about 25,000 books and maintains a very close connection with the schools.

N. E. A. CONVENTION

Los Angeles, Cal., July 11-14, 1899.

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Briefer Notes.

BOSTON, MASS.—The new Paul Revere school-house in the North End is one of the most completely decorated in the country. It is given over entirely to American historical art, and contains reproductions of nearly all the famous busts and pictures of our earlier men. So interesting is the new building to the pupils, who are nearly all of Italian or Portuguese parentage, that they can hardly be driven out at recess time.

Frances Stuart Parker, wife of Col. F. W. Parker, died at Chicago, April 1. Mrs. Parker was well known in Boston, where, before her marriage in 1882, she was teacher of elocution and Delsarte. In Chicago she was prominent in many educational and political organizations.

DETROIT.—A large party of Detroit principals and teachers spent their spring vacation on an excursion to Washington, D. C. In addition to the usual sight-seeing in and around the capitol and at Mount Vernon the visit included a call at the White House, where the teachers were graciously received by President McKinley. A reception was given in the visitors' honor by Mrs. Russell A. Alger.

CHICAGO, ILL.—Four schools are planned for the coming summer. Miss Jane Addams, Dr. Bamberger, and Supt. Miliken have been named a committee to select the schools to be used. They will probably select buildings near the Hull House and the stock yards. There is at present only \$3,400 available for the work, but the committee hope to raise more money before the summer comes.

BOSTON, MASS.—Word has been received from Wiesbaden, of the death of Alphonse N. Van Daell, professor of modern languages in the Institute of Technology. Prof. Van Daell was a native of Belgium and a graduate of the College of St. Gervais Liege. He had taught in this country for twenty-six years. He was an eloquent lecturer and a man of great influence over young people.

BOSTON, MASS.—The first annual meeting of the American Association for the Advancement of Physical Education is being held in the city. The association has been in existence for fourteen years, but this is its first national gathering. About one hundred members are present, and meetings are being held in the Girls' high school, Copley Square. The discussion of the opening day brought out a lively debate on the question of the value of a medical education for the teacher of gymnastics and school hygiene. Some held that no person is fitted to supervise exercises who has not had the physician's training or its equivalent; others were positive that the presence of the physician was unnecessary, in the gymnastic hall.

Among the prominent educators present are Dr. D. A. Sargent, of Harvard, Ray Greene Huling, of Cambridge, Dr. Edward Hitchcock, of Amherst, Miss Jessie H. Bancroft, of New York, and Dr. C. E. Ehringer, of Chester, Pa.

GREENFIELD, MASS.—Supt. Darn's report enumerates some of the advantages now possessed by the local schools which they did not have in 1892. He mentions (1) manual training, (2) sewing, (3) typewriting, stenography and bookkeeping, (4) evening schools, (5) laboratory work in science, (6) school banks, (7) the employment of a superintendent. In spite of all these additions the cost of instruction per capita has been increased only fifty-nine cents.

The two years' commercial course in the high school has not approved itself, and Supt. Darn unites with Principle Whiting in demanding that it either be increased in length and in comprehensiveness or be dropped altogether. The pupils in the commercial course as at present designed spend two years in close study of stenography, typewriting and the kindred subjects, but they do not get anything of general culture. They go into business without the proper preparation and their backward condition throws discredit upon their previous training.

ROCKFORD, ILL.—During institute week at this place Mr. Alfred Bayliss, state superintendent of public instruction, delivered an admirable address on the subject of "A Better Day for Country Schools." He stated that under the new Illinois law there would no longer be excuse for poor district schools. Those who live in the fields have the same right to good school-houses, modern text-books, reasonably long terms and efficient teaching as those who live in towns. The new law provides for consolidation, and that is what the country school needs. The township, and not the district, will henceforth be the unit of organization.

What is now most needed is a provision for rural high schools. The boy or girl in the town is sent up to the university; the assumption has always been that the country boy will be a farmer and that he will not need to go to college. There ought to be the same range of election for the countryman as for the town-bred lad. This, however, must be added with regard to the rural school; it will succeed best if it has certain distinctively agricultural features. It should give courses in chemistry, botany, and kindred subjects.

Especially important in the country school is the library. In these days when good literature is so cheap there is no reason why every school-house should not have four or five hundred good books, which pupils can take away with them. Where such libraries have been introduced, they have been a great help in securing discipline and interest.

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NEW-YORK-AND-CHICAGO-

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267-269 WARASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

The Career of John Sherman.

Many admirers of "honest John Sherman" will rejoice that his reported death at the island of Jamaica proved false. When the cruiser Chicago, sent to bring the distinguished statesman to the United States, met the steamer Paris at Caimanera, Cuba, it was found that Mr. Sherman was on board the latter vessel, and not only not dead but improved in health.

Mr. Sherman's political career extends over some forty-four years. He was in Congress during the lively debates that preceded the civil war. The resolution relating to the building of the Pacific railroads was introduced by him, so he may be considered the father of that great enterprise. In 1860 Mr. Sherman introduced the bill authorizing the issue of treasury notes.

Four of his brothers, including the famous general, Wm. T. Sherman, took part in the war and he wanted to enlist but was dissuaded by President Lincoln and Secretary Chase, as they believed he could be of more service in Congress.

Mr. Sherman never lost faith in the

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is one hundred per cent. strong, one hundred per cent. pure, the same reliable, safe Sarsaparilla that your grandparents used, and it is unequaled by any other blood purifier in the world.

destiny of the republic nor in the ultimate success of the Union arms. He was elected to the senate in 1861 and the next year advocated the enlistment of colored men as soldiers. As member of the finance committee he perfected and managed the national bank bill.

The so-called demonetization of silver, or "crime of '73," was of Mr. Sherman's doing. He was the father of the bill which placed the "dollar of the daddies" under the ban, and caused the United States to be known as practically a gold standard country.

Mr. Hayes made him secretary of the treasury, and Mr. McKinley secretary of state. Ill-health caused him to resign the latter position.

The Holy Places of Islam.

Superstition is powerful among Moslems and hence the many holy places made sacred by the performance there of some

noted deed by Mohammed, or else the supposed scene of some miracle by him or his followers. It is the visit to these shrines of hosts of pilgrims that is a serious menace to the people of the East, as it aids in the spread of dangerous diseases. The plague has time and again been carried by these pilgrims, who usually do not take much care of their health on the way.

In the strictest sense of the term there are but three holy places of Islam, recognized as such by the whole Moslem world. These are the Kaaba at Mecca, the tomb at Mohammed at Medina, and the Sacred Rock under the Mosque of Omar at Jerusalem. In a secondary tho scarcely inferior sense, the term belongs to a great number of shrines, tombs of prominent leaders, or even of wandering dervishes, held as sacred by a larger or smaller section of the Moslem world.

When Mohammed was born in Mecca, 570 A.D., the chief sanctuary of the city

was a stone building, containing and surrounded by a number of sacred stones venerated as idols or fetishes. All these idols he had removed except one and (probably because he could not clear the Arab mind entirely of idolatry) this he placed in the corner of the wall and made it a special object of reverence. He commended pilgrimage to it as a duty on a par with the three other points of orthodox Moslem practice—prayer, alms, and fasting.

Secondary in importance only to the Kaaba at Mecca is the tomb of the prophet at Medina. Mohammed was buried in the hut where he died, adjoining the comparatively small and rude Mosque where he preached. By his side were buried the caliphs Abubekr and Omar, and over the three was erected a handsome mosque. The mosque of Omar is the third holy place of the Moslems because, according to the Koran, it is the spot where the Prophet first touched earth as he descended from his visit to heaven.

She was once the Hawaiian Heir.

Princess Kaiulani, who was heir presumptive to the Hawaiian throne when Lilioukalani, the queen, was deposed, died at Honolulu on March 10. She was a daughter of Princess Miriam Like- like, a member of the Hawaiian royal family, and A. S. Cleghorn, an Englishman. Princess Kaiulani was born Oct. 16, 1875, and hence was twenty-three years old.

In 1891 she was proclaimed heir presumptive to the throne by Queen Lilioukalani.

The funeral took place March 12 and was attended by about 25,000 people. All that the military and civic pomp of civilization could add to the strange old Hawaiian funeral customs went to make the ceremony one not easily forgotten. The services were conducted by Bishop Willis, of the Church of England. The remains of the princess were placed in the tomb where lie the bodies of all the Kamehamehas, except the great Kamehameha, who was buried, like Moses, no man knows where.

The Bermuda Islands.

The Bermudas are a mere speck in the ocean, 600 miles from the nearest land. These islands are of coral formation, and the elliptical space within the main

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PRINCESS KAIULANI.

reef is 220 square miles, all except barely twenty square miles is covered with from one to one hundred feet of water. Only about one-sixth of the land is cultivated, but the soil of this is so wonderfully fertile that large quantities of potatoes, onions, etc., are exported to the United States. Two crops of potatoes can be raised each year; bananas grow luxuriantly; onions yield a crop almost unequaled elsewhere either in quantity or quality. Lily bulbs have lately been added to the list of crops.

There are considerable forests of cedar on the islands. This wood used to be employed for shipbuilding. Since that industry has disappeared the forests have been allowed to grow unhindered. The houses are made of a limestone that is wholly without grit and that may be sawed as easily as pine. In the Bermudas a man can find a quarry almost anywhere on his property. If he wishes to erect an addition to his house he has only to go to his back yard with saw and wedge to secure the needed material. Roofs are made of thin slabs of this rock, rendered waterproof by repeated coats of whitewash, which becomes converted into cementing material.

The climate is well-nigh perfect. During the hottest season it rarely rises above eighty-four and seldom falls much below that. Fruits and vegetables mature in winter, tho more slowly than in summer.

The population of the islands is 15,000, about one-third of the people being white. They have a governor-general and other colonial officers, and a house of assembly of thirty-six, made up of four representatives from each parish. Bermuda is an important British military and naval station, and about 2,000 troops are stationed there. It is the headquarters of the North Atlantic squadron, and the dockyard at Ireland station, with its huge floating dock, the largest in the world, is always of great interest to visitors.

American Competition Feared in Turkey.

A German newspaper raises the alarm over the progress made by the United States toward getting a strong commercial foothold in Turkey. It calls attention to the recent raising of the Turkish legation to an embassy, which it takes as notice that the United States has joined the circle of great powers and that a new outlet for American industry is being sought. The ground has been prepared in Asia Minor by extensive missionary work. Growth of intercourse between Turkey and the United States will be greatly promoted by the new line of steamers between Constantinople and New York, while agencies in southern and central Russia vastly aid in extending the commercial interests of the United States in the East. The paper warns Austria-Hungary that when once the Americans secure a hold of the markets of the Levant their vast resources and business capacity, and the energy and vigilance of consuls, will give them the lead in many classes of goods.

Literary Notes.

Edward Gibbon Wakefield is a name not very familiar to American ears, tho it is well enough known in the antipodes. He was the founder of the Colony of South Australia and also of New Zealand—a violent contumacious Briton, whose morals entitled him to a place in the convict colony of Tasmania, tho his genius was such that he is now written up in *The Story of an Empire Maker* by R. Garnett, published by T. Fisher Unwin.

As companions to T. W. Higginson's *Old Cambridge*, which is having a very successful sale, the Macmillan Company has in preparation *The Knickerbockers*, by the Rev. Henry Van Dyke, D.D. *Southern Humorists*, by John Kendrick Bangs. *Brook Farm* by Lindsay Swift. *The Clergy in American Life and Letters*, by the Rev. Daniel Dulaney Addison. *The Flower of Essex*, by George Edward Woodberry.

A movement is on foot to erect a monument to Mrs. Martha J. Lamb, the former editor of the *Magazine of American His-*

Pears'

To keep the skin clean is to wash the excretions from it off; the skin takes care of itself inside, if not blocked outside.

To wash it often and clean, without doing any sort of violence to it, requires a most gentle soap, a soap with no free alkali in it.

Pears', the soap that clears but not excoriates.

All sorts of stores sell it, especially druggists; all sorts of people use it.

You

need not lose flesh in summer if you use the proper means to prevent it. You think you can't take SCOTT'S EMULSION in hot weather, but you can take it and digest it as well in summer as in winter. It is not like the plain cod-liver oil, which is difficult to take at any time.

If you are losing flesh, you are losing ground and you need

Scott's Emulsion

and must have it to keep up your flesh and strength. If you have been taking it and prospering on it, don't fail to continue until you are thoroughly strong and well.

50c. and \$1.00, all druggists.

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Chen  and Persian Taffetas,
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PURIFIES AS WELL AS BEAUTIFIES THE SKIN.
NO OTHER COSMETIC WILL DO IT.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and skin diseases, and every blemish on beauty, and defies detection. On its virtues it has stood the test of 50 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of the Hauton (a patient): "As you ladies will see then, I recommend Gouraud's Cream as the least harmful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin. **FRED. T. HOPKINS, Prop'r., 37 Great Jones St., N. Y.** For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe. Also found in N. Y. City at R. H. Macy's, Stern's, Ehrlich's, Ridley's, and other Fancy Goods Dealers. Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.



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lory. Mrs. Burton Harrison has said of Mrs. Lamb's work that "to Mrs. Lamb as to no other person New York owes its interest in by-gones, statistical and heroic."

John Kendrick Bangs, the well-known humorist, has taken upon himself the business of editing the American edition of *Literature*, published by the Harpers. Mr. Bang's has practically occupied this position for nearly a year, but the fact has only recently been made public.

Appleton's Popular Science Monthly for April has several articles of educational interest. Havelock Ellis, the prominent English psychologist, discusses "The Stuff That Dreams are Made of." In "Mental Defectives and the Social Welfare" Dr. Martin W. Barr describes the care and education of the insane. Dr. Felix S. Oswald begins a series of papers on "Physical Geography of the West Indies," and Dr. Spencer Trotter has a delightful essay on "The Caring of the Catbird."

An excellent example of typography is "The International Library of Famous Literature," published by Merrill and Baker. Of the selections themselves it is enough to say that they have been chosen with great care and that they really represent the best in the literature of the world. There are introductions by Donald G. Mitchell and Andrew Lang. The work of compilations and arrangement was performed by Nathan Haskell Dole, Forrest Morgan, and Caroline Ticknor.

Arthur T. Quiller-Couch, whose new romance, "The Ship of Stars," begins in the April Scribner, was chosen from among all the writers of the day as best fitted to conclude "St. Ives," the late Robert Louis Stevenson's unfinished romance.

That fact gives some idea of how he is regarded by the most foremost literary men of his time. But notwithstanding this, and notwithstanding his great reputation in England, where he is as widely read by the public as he is highly praised by critics and fellow-craftsmen—especially by his early and discerning admirer, J. M. Barrie—there are many lovers of good books in this country who have yet to realize the full literary importance of this vigorous Cornishman.

He has done for the rugged west coast of England and its quaint characters and romantic history what Thomas Nelson Page has done for Virginia and Miss Mary E. Wilkins for New England. He is so devoted to his native Cornwall that he prefers to live there in comparative retirement, despite the attractions of London.

The very conditions that keep him out of the run of current London literary gossip largely account for his "crisp, strong stories, in which no fog, moral or physical, finds any shelter," and for his being placed "among the most imaginative and poetic of the later English novelists."

This new novel, "The Ship of Stars," upon which he has been engaged for some time, is one of the few long stories he has written. It is a love-story of course, full

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Always Good Speed."

Many people trust to luck to pull them through, and are often disappointed. Do not dilly-dally in matters of health. With it you can accomplish miracles. Without it you are "no good."

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125 rooms, \$3.50 per day. 125 rooms, \$4.00 per day.
(100) with bath, \$3.00 and upward.

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125 rooms, \$1.50 per day. 125 rooms, \$2.00 per day.
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We have spent 40 years in ink
making and became famous long
ago. With all our experience

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than we do. We don't know how
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cheaper ink, BUT WE WON'T.

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Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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of beautiful and tender color—the sea, old houses, old families and strange happenings—and a bit of Oxford life.

Beginning with the hero's odd boy-life, with its dreams and adventures and its whimsical sweetness, the later chapters rise to a high key of adventure and action. It is safe to predict that the readers of "The Ship of Stars" will discover a new literary pleasure and a masterly talent which deserves the reputation already attaching to it in Great Britain.

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We have given antikamnia a fair trial and can certify to its wonderful power in the reduction of temperature, its freedom from depressing effects upon the heart, and its prompt and efficient action in fevers, whether malarial, or typhoid in character. It is an agreeable remedy that acts without disturbing the stomach and it is easily administered in powder or tablet form—the latter being our preference, on account of the accuracy of dosage; one five-grain tablet being the ordinary adult dose.—"Massachusetts Medical Journal."

To Old Point Comfort, Richmond, and Washington Under Personal Escort.

The next six-day personally-conducted tour to Old Point Comfort, Richmond, and Washington via the Pennsylvania Railroad will leave New York and Philadelphia on Saturday, April 15.

Tickets, including transportation, meals en route in both directions, transfers of passengers and baggage, hotel accommodations at Old Point Comfort, Richmond, and Washington, and carriage ride about Richmond will be sold at rate of \$34.00 from New York, Brooklyn, and Newark; \$32.50 from Trenton; \$31.00 from Philadelphia, and proportionate rates from other stations.

OLD POINT COMFORT ONLY.

Tickets to Old Point Comfort only, including luncheon on going trip, one and three-fourths days' board at that place, and good to return direct by regular trains within six days, will be sold in connection with this tour at rate of \$15.00 from New York; \$13.50 from Trenton; \$12.50 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 1196 Broadway, New York; 789 Broad Street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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